

# Fairview Heights State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Fairview Heights State School** from **1 to 3 November 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Ray Bloxham	Internal reviewer, EIB (review chair)
Tanya Abell	Peer reviewer
Valerie Hadgelias	External reviewer



## 1.2 School context

<b>Location:</b>	McDougall Street, Wilsonton	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	430	
<b>Indigenous enrolment percentage:</b>	16 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	10 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	18.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	955	
<b>Year principal appointed:</b>	2006	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), behaviour coach, Support Teacher Literacy and Numeracy (STLaN), guidance officer, Business Manager (BM), 27 teachers, 15 teacher aides, 27 parents, 62 students, chaplain, schools officer and president of Parents and Citizens' Association (P&C).

Community and business groups:

- Mercy Family Services case facilitator–education, acting director of Darling Downs South West Early Childhood Education and Care (ECEC), Police-Citizens Youth Club (PCYC) and director of C&K Fairview Heights Community Kindergarten.

Partner schools and other educational providers:

- Principal of Wilsonton State High School.

Government and departmental representatives:

- State Member for Toowoomba North and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018–2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Student Code of Conduct	School Opinion Survey
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**The jacaranda tree is the school's symbol for its vision '*Growing Together – Learning Forever*' and is visible in many aspects of school life.**

Students' individual needs are recognised and leaders articulate the importance of supporting every student to learn and achieve. The school provides students with a calm environment in which to learn and grow. Staff articulate the importance of positive relationships with students. Teachers and teacher aides express appreciation for the students in the school and work to engage them in learning. Interactions between staff members, students, parents and families are caring, and teachers recognise the importance of working with parents and families as partners in their child's learning. Some members of the school community identify the school environment and tone as similar to a small country school setting.

**The school has a coherent, sequenced plan for curriculum delivery that promotes consistent teaching and learning expectations.**

Teachers articulate that they value the time, support and commitment school leaders provide to support curriculum planning across all learning areas. They express appreciation for opportunities to effectively and proactively contribute to the planning process and develop their skills and capabilities in this area. Teachers speak highly of the Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN) and Head of Special Education Services (HOSES) and the expertise they bring to the planning process.

**Staff express a desire to do their best for students.**

The leadership team is focused on, and committed to, improving the learning outcomes for all students. This is recognised and appreciated by students and their parents. The leadership team articulates the importance of ensuring all students receive an education that is reflective of their current achievement levels, and that supports them to continue to improve. School leaders recognise the opportunity to enhance implementation of the Explicit Improvement Agenda (EIA) and other key areas of improvement through a collaborative review process that provides a clearer understanding of the EIA and associated expectations for teaching and learning.

**School leaders recognise school achievement data is important to inform school-level decisions, interventions and initiatives.**

The school leadership team utilises data for ongoing reflection and evaluation of current programs and processes. Teachers use the range of data available to set student goals at a class and individual level. Teachers provide ongoing feedback and review goals with students in order for them to progress their learning. A range of stated targets is apparent through the school's Annual Implementation Plan (AIP). Some targets include measurement of PM Benchmark, School Opinion Survey (SOS) and National Assessment Program –



Literacy and Numeracy (NAPLAN) results. Leaders acknowledge that aspirational targets focused on student improved outcomes are required to drive school performance.

**High expectations for student learning are addressed in the school's pedagogical framework documentation.**

School leaders understand the importance of quality assuring the implementation of the school's agreed pedagogical approaches. Some informal walkthroughs are conducted by some school leaders with the focus of the walkthroughs frequently student-centred. Several teachers express a desire to receive feedback on their teaching practices. A systematic process of observation and feedback by school leaders to support teachers' pedagogical practice is yet to be consistently enacted.

**A culture of continuous professional growth and improvement is fostered by school leaders.**

School leaders view the development of staff members into an expert and coherent teaching team as central to ensuring a quality education for all students. Many teachers indicate that appreciating opportunities to observe colleagues' teaching practice. An interest in visiting other schools to observe practice is also articulated. The school's commitment to the ongoing building of staff capability is apparent through the focus on establishing a coaching culture over several years. In 2021, group coaching for all teachers is the focus. The development and implementation of a whole-school coaching, observation and feedback cycle linked to all areas of the school's EIA is yet to be enacted.

**Leaders acknowledge that a shared philosophical approach to inclusion and building teacher expertise in differentiation is crucial for engaging, challenging, and extending all students.**

Professional Development (PD) has been targeted to establish a whole-school approach to differentiation. The Maker Model<sup>1</sup> is explicitly presented as the school's differentiation model. A differentiation placemat has been developed for teachers and differentiation has recently been incorporated into unit planning. Teachers indicate that they have increased their knowledge of differentiation over the past two years and feel more confident in their classroom practice. Many staff express a desire to continue to build on their understanding of differentiated teaching.

**School leaders give priority to understanding and addressing the learning needs of students.**

The alignment of available resources to school-wide programs and strategies is designed to address the needs of all students. The Business Manager (BM) identifies the importance of being involved in future school planning processes associated with student learning and the longer-term elements relating to assets and facilities. The principal and school leadership team endeavour to maximise the impact of human and physical resources at the school through effective timetables and structures to support focused teaching time. Teachers

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<sup>1</sup> Maker, C. J. (1982). *Curriculum development for the gifted*. Aspen Systems Corporation.



indicate that they value the provision of support personnel. Ancillary staff members take pride in presenting classrooms, school buildings and grounds that are attractive, interactive, and well maintained.

**The school seeks ways to enhance student learning and wellbeing by partnering with other education institutions, local business and community organisations.**

The school has established strong links to community services to support improved social and emotional outcomes for students and their families. School staff speak highly of the impact of these relationships and the positive outcomes they generate for students. Community organisations value their relationships with the school and commitment of staff to their students and community. The school has been recognised for best practice in its formal involvement with children, their families and the community prior to the commencement of school, for the purpose of reducing child vulnerability through the introduction of a KindyLinQ program.





## 2.2 Key improvement strategies

Collaboratively review and refine the improvement priorities that form the basis of the school's EIA, establishing a clearer understanding of the EIA and associated expectations for teaching and learning.

Develop and communicate aspirational and explicit targets for improvement in student achievement levels aligned to the EIA.

Develop systematic processes for school leaders to engage in formal observation and feedback processes to support the building of teacher capability and quality assure the implementation of agreed pedagogical approaches.

Develop a collegial engagement framework that includes a whole-school coaching, observation and feedback cycle linked to all areas of the school's EIA and provides opportunities for teachers to engage in observation of their peers' classroom practice.

Quality assure the effective classroom enactment of the differentiation practices that are being documented in unit plans.